

the COURIER

Vol. 1 (A), No. 10

CLARKE COLLEGE, Dubuque, Iowa

November 17, 1977



Small group discussions between staff and faculty members and students were held Dialogue Day on Nov. 9.

Area program major topic

By Jan Kitch
CCSNS - Constructive criticism and positive general reaction resulted from Dialogue Day Nov. 9, which involved 375 students, faculty and administration.

Small group conclusions covered topics ranging from the area program to freshman orientation to follow-up. Suggestions for the area program included higher structure with more required courses, reduction in number of hours, increase of course offerings in each

area and periodic review of courses. Another recommendation was to include the list of courses for fulfilling each area in the catalogue. Theology and philosophy courses should be broadened and more cross registration allowed, according to a few groups. Others suggested the two areas be combined into one, with a minimum of three hours in each subdivision.

Several groups viewed areas III and V as too broad. One group suggested an area entitled self-expression. Another group proposed that the Introduction to Liberal Studies courses should be reinstated. Although the foreign language requirement was favored, it was also considered a topic needing modification. These suggested changes included reducing the number of hours, incorporating foreign language into an area and dropping the requirement.

A general trend indicated that students recognized a need for requiring writing, speech and communication courses.

Another trend was appreciation of liberal arts and realization that improvement is needed in teaching these courses. Other groups questioned the relationship between liberal arts and specialization.

Other conclusions reached were physical education is needed, mid-semester grades should be given to all students, an honors program for higher ability students, evaluation of major programs in relation to all liberal arts education and improvement in training freshmen advisors, particularly on liberal arts and the area program.

Of the 375 participants 112 were freshmen, 41 sophomores, 43 juniors, 48 seniors and Continuing Education for Women. 36 discussion group leaders and 33 faculty and administration.

"We learned a lot through talking to each other. . . discovered that students want a liberal arts component," said Dr. Meneve Dunham, Clarke president.

Raymond Binder, French department chairman, "Usually we don't have a chance to receive student feedback on curriculum. . . most beneficial was the chance to dialogue with students and with faculty outside committees."

AAC approves merger of business, computer

CCSNS - The Academic Affairs Committee (AAC) unanimously accepted a proposal merging the administration of management science with computer science forming the Department of Computer and Management Sciences.

The administration of management science was moved from economics-management science. AAC also passed a proposal to form a committee to study the placement of economics and accounting in the curriculum. AAC

chairman Father Dennis Zusy will appoint three faculty members and two students to the committee, which must make a progress report at the February 1 meeting.

Zusy also divided AAC into five task forces to review Dialogue Day issues: consult departments and draw up specific proposals. The five groups will investigate math, writing and speech requirements; philosophy and theology; area III and performance art, drama and music requirements; area V; and foreign languages.

Rape seminar said to have increased awareness

CCSNS - "The rape awareness seminar, attended by 45 Clarke students from all classes, was an outstanding success," said Monica Alta, Clarke College assistant sociology professor. The feedback has been far more than we anticipated."

The seminar consisted of lectures, questions and answers, and discussions concerning the definition of rape, what a woman should do in case of an attack and how to avoid getting into the situation.

Alta discussed the "passive" approach in which a woman gives in to an attacker making him think she was what he wanted. She said that at the crucial moment she said, "The trouble is, I never come. The action was when you are confronted with a potential rapist in a room, alone, or any place, it is to make as much noise as possible, make your voice loud and informal, not away and be screaming, noisy. This will help avoid a lot of physical confrontation. If you become concerned, start fighting by scratching his eyes or use any method you can. In case of

rape or attempted rape call the rape crisis number 382-4011."

Edith Marney, freshman sociology major said, "I found the seminar very educational and interesting. I always planned on using the passive approach because I felt I wasn't strong enough to resist. After the seminar I concluded that I would resist immediately."

"After the seminar there was a lot of discussion in the dormitories," said Marney. "A lot of us who attended the seminar talked to our friends, enlightened them on the subject and taught them what we had learned. I am glad Clarke offers this type of seminar and that I had the opportunity to be a part of it."

Louise Ottav, director of continuing women's education said, "More women are becoming independent by entering careers and give them factual information and dispel some of the myths associated with assertiveness, rape and the feminist movement."

The final seminar of this series will be held Nov. 26 at 4:15 p.m. in Mary Benedict Terrace Room. All classes are invited to attend.

D-day panel discusses language, technology

(CCSNS) - Dr. Katherine Tillman favored strict requirements for a liberal arts education whereas Dr. Meneve Dunham, Clarke president, recognized a need for options during the closing panel on Dialogue Day Nov. 9.

"My answer to the question, 'Should the area program only include the liberal arts and not career sequence courses?' is yes," said Tillman. "I would like to see all four years as strictly liberal arts."

Dunham said, "I personally favor freedom, option. . . It seems there are certain interests within a given person. . . We have a right and a responsibility to respond to personal interest." She added, "Discovery, analysis, proof and persuasion should be part of the courses. . . You're paying for an education, which is a process, not a regurgitation."

Tillman said that public education caters to the desires of the public, and can be viewed as a business with a product to be packaged and marketed with students as customers. "Private education is comparatively more free in deciding an independent course of action for itself," she said.

"Liberal arts are not so much subject matter. . . liberal arts are skills, tools of the mind that should apply to any subject matter," Tillman explained. "They are tools that can be applied outside the classroom. . . a form of intellectual control on bombardments we face every day."

Dunham cited magazine articles in her explanation of the liberalizing role of a college education. She said that liberally educated people are assets to society. They favor conservation and civil liberties, they volunteer, oppose discrimination and are concerned with cultural events.

"I think in a technological age more than ever we need people who have the kind of road map Dr. Tillman spoke of," said Father Dennis Zusy, Academic Affairs Committee chairman. Zusy categorized specialization into two areas - techniques and in-depth study of a restricted area. "Before we reach the second level we have to get a broad feeling for a given discipline. This is a major emphasis of the liberal arts - to give a broad picture of a field and then to teach you that your education must go beyond that," Zusy said.

Tillman did not view practicality as the purpose of learning a foreign language. "Learning a foreign language is like nothing else, learning the tools of discovery, analysis, proof and persuasion," she said. "What we do for the first time is step outside of our own language. . . learning the process of translation applies to everything. How do you make sense out of something that is foreign and strange?" Tillman added, "The value of learning a foreign language I don't think is so much to learn your way around as it is to map out your own head."



photos by Bernice

Freshmen class officers elected Nov. 9, are: back row: Jenny Newman, Phoenix; Karen Shepard, Cultural Events Committee; Luanne Sweetney, Forum; Liz Petty, SAC; Sue Klein, AAC. Front row: Mary Pat Rielly, president; Dolores Gales, vice president; Barb Kuhle, secretary; Nancy Blume, treasurer. Sharon Lundy, not pictured was elected to the Social Board.

Executive Council to investigate status of campus clubs, constitutions

CCSNS - A three-member task force to look into the status of existing clubs at Clarke was formed by the CSA Executive Council at their Nov. 3 meeting.

The committee, council members Sue Hippen, Chelley Vician and Karen Volt, will investigate which clubs meet the requirements for recognition by the council. Those existing outside of CSA will be informed of their status and the procedures for recognition. No pressure will be applied to clubs to seek recognition.

The handbook states that new clubs must submit a constitution for approval by the Executive Council. Existing clubs must meet twice each year and prepare a list of duties and recommendations for the following

year at the end of the second semester.

The task force was formed after recognition of a psychology club was sought by president Kathy Torres. Discussion of the new club raised the question of which clubs are recognized.

The psychology club was approved, pending the drafting of a constitution. The group sought recognition in order to become affiliated with a national organization.

Clubs currently functioning are Student Iowa State Educational Association, CLER Radio Club, American Chemical Society Student affiliates, and the Foods-Nutrition Club.

Executive Council also endorsed a project to raise funds for the Quits

Stonewall Boys in Ecuador. Tentative plans are for a fun night and bazaar to be held in the Clarke Bar, Nov. 30. Sister Katherine Ann Beckman is directing the project.

In other business the council channeled \$50 remaining from last year's CSA gift to the school for funds to purchase new equipment for the gymnasium.

Fourteen work-study students eligible for the post of publicity director of Executive Council will submit a portfolio of their work. The selection will be made on the basis of the portfolio. The job was established to free council members from the task and to facilitate the promotional work.

Opinion

History requirement would benefit all

The Academic Affairs Committee's current study of the area program and the discussions of Dialogue Day have resulted in much reflection on academic requirements. One potential requirement under much consternation is that of history.

As the academic program is presently structured, students can easily go through the college years without ever having taken a history course. Area IV, of which history is a part, can be otherwise filled with sociology, political science, nutrition, or economics courses. With such a wide array of area IV courses from which to choose, it is no wonder that many students can opt to avoid taking any history at all.

A definite void in a complete liberal arts education can be seen in such a program. History provides a broad, all-encompassing background for countless other areas of study. Literature, political science, philosophy, art and music are only a few of the myriad subjects whose complete understanding depend upon a historical background.

More career-oriented programs such as journalism are also strengthened by the study of the past. Historical knowledge contributes immeasurably to any educational plan.

A recent memo from the history department instructors to AAC included a suggestion to consider instilling a history requirement as part of the Clarke degree program. A supportive argument was: "to understand ourselves and our world, we must know our 'roots'." The present is based on the past; the future is being made in the present. If society's plans for the future are to be realistic, they must be based on a balanced assessment of the present. Some of mankind's greatest mistakes have been made because of a lack of historical understanding. "Those who cannot learn from the past are condemned to repeat it."

Many of today's well-respected liberal arts college do require history as part of the total degree program. Viterbo College of LaCrosse, Wisconsin, the College of William and Mary of Williamsburg, Virginia, and Columbia College on New York are just a few institutions in which six hours of history are part of the undergraduate degree requirement. Clarke would do well to follow their example.

The COURIER urges the AAC to include a requirement for history in its study and improvement of the liberal arts program.

COURIER CAUCUS

Apology request dropped

To the Editor:
I received your letter and newspaper today, and I do appreciate it. I wish you to print this letter too in your next COURIER. I want you and everyone else to know I am not out to get revenge on Clarke College. I am not that cheap of a person. Though a graduate of Clarke College advised me to let the editor of the COURIER know the problem with the staff reporters.

I can give some account of the interview with Elizabeth Aga on my story.

Aga: "Why did you join the Army?"

Richardson: "When, I was 18 I was going to join, but my parents said to get into another commitment that I could get out of such as school or a job."

There was no way on earth my parents would ever force me to go to college or anywhere else.

Aga: "What expansion could I recommend for the art department?"

Richardson: "I can't tell the department what they need, because I can only say what I myself like, and that is art and architecture and drafting as you well know."

In no way can I just expect them to have courses that suit my fancy as was printed.

I will not call the story a misunderstanding on my part. I will not insist on a written apology. Because the thought of you taking time out to write to me is enough to know your staff will be improved. It isn't legal to address me as Lieutenant until after January. You can list me a just plain old Richardson until then because I am still a cadet officer. I hope all is well at Clarke College.

Yours truly,
Pamela Richardson

'Thanks' from Farrell

Dear Editor:

While I am enjoying the "after election lull", I want to thank the "COURIER" staff, as well as the entire Clarke College community, for the loyal support I received throughout the campaign. As a candidate, it means a great deal to experience support on your own turf.

I would like to highlight the excellent "COURIER" issue presenting the interviews of the various candidates. After listening to the candidates at the various public meetings the past six weeks, I am able to speak with confidence when I say that the flavor of each candidate was aptly caught by each of the staff interviewers. Delightful!

The issue was a public service to voters which was only offered by the "COURIER" and the "TH."

Right on!

Carolyn Farrell, BVM

Subscriptions needed

To the Editor:

Thank you for your coverage of our plans for the 1977-1978 yearbook. Your interest in informing the student body is of considerable help to us.

However, there are some points of information that need clarification. The reality of a Clarke yearbook will not come about unless the number of subscriptions sold reaches a minimum of 350. Past experience with yearbook sales clearly identifies the discrepancies between people who say they will buy and people who actually purchase the publication.

We have a very enthusiastic staff,

"Bobby Deerfield" plot thin and sentimental

By Elizabeth Aga
News Editor

There is nothing to chew on when the audio-visual feast is over.

The plot of "Bobby Deerfield" appearing now at the Cinema Center and starring Al Pacino, Marthe Keller and Anny Duperey is at best juvenile and sentimental, at worst so thin that it falls on its face.

Pacino as Deerfield is a conceited, famous race car driver around whom reporters hover and fans gather like flies over an open honey vat.

A flash-back starts with Deerfield being accompanied to the tracks by Lydia, played by Duperey, who is his live-in girlfriend. A little excitement is provided with the zipping and zapping of the earth-hugging cars which stop when one explodes in flames. Seeing this, Deerfield refuses to participate in another race until the cause of the accident is determined. He stubbornly refuses to take "driver's fault," for an answer.

He meets Lillian, played by Keller, in a hospital cafeteria where he is visiting a sick friend. The introduction is the only scene in the nearly two hours movie that is puzzling, thought provoking, and unpredictable.

Keller, a patient, has just run down to the cafeteria after seeing a casket being driven away through the back gate of the hospital. She sits across Deerfield with her back to him. After a while, she asks for butter in German, loud enough for him to hear. When he doesn't reply, she turns, speaks in English and grabs the butter plate before he has time to say yes or no.

This way, she strikes a conversation with Deerfield, rattling off questions between mouthfuls.

She forces him to give her a ride when he is leaving early the next morning. Their journey across Italy to her home is lavish with beautiful scenery.

Deerfield goes back to Lydia after dropping Lillian home. But since his heart is still with Lillian, he returns the next day and takes Lillian for a ride in the country. This scene includes very beautiful scenery.

At one point, Lillian is seen walking down a narrow pathway and coming across a man with a Salami who invites her to a hot-air balloon show the next day.

Deerfield comes across the two talking but Lillian makes light of the situation and takes him home for the night. Deerfield wakes up in an empty bed. On the table, he finds an announcement of the hot-air balloon show. He drives to the show and finds her in the balloon basket. There, a heated exchange develops. Deerfield impresses upon Lillian that

he is too much of a big shot to care for anyone then drives home to Lydia who tells him that Lillian is a dying woman. On hearing this, he drives back to Lillian who is just being dropped off by another man.

He tries to cheer Lillian, hiding his knowledge of her impending death. There is a little resistance from her at first implying that she loves him and doesn't want to leave him holding the bag. From there on, it is predictable progressing along with tender and love-silly moments till the final scene where he is shown returning in his car without Lillian.

This theme, old and overworked, leaves the viewer muttering "It wasn't worth my time and money." The irony that the viewer is supposed to infer - Deerfield racing with death, and Lillian trying to avoid death - has been developed so thinly that it doesn't strike the viewer.

The brief scenes of nudity and awfully lax dating standards call for a R rather than PG rating.

Exam Schedule

TIME OF THE FIRST CLASS MEETING OF THE WEEK

MONDAY	8:20 a.m.
WEDNESDAY	9:20 a.m.
FRIDAY	10:20 a.m.
	11:20 a.m.
	1:20 p.m.
	2:20 p.m.

TUESDAY	8:20-8:55 a.m.
THURSDAY	10:20-10:35 a.m.
	12:20-12:55 p.m.
	1:20 p.m.
	2:20 p.m.
	3:20 p.m.

TIME OF FINAL EXAM

Monday, Dec. 19	1:00 p.m.
Friday, Dec. 16	8:00 a.m.
Monday, Dec. 19	8:00 a.m.
Tuesday, Dec. 20	8:00 a.m.
Saturday, Dec. 17	8:00 a.m.
Friday, Dec. 16	3:15 p.m.

Friday, Dec. 16	10:15 a.m.
Monday, Dec. 19	10:15 a.m.
Saturday, Dec. 17	10:15 a.m.
Tuesday, Dec. 10	1:00 p.m.
Tuesday, Dec. 20	10:15 a.m.
Tuesday, Dec. 20	3:15 p.m.

NIGHT CLASS FINAL EXAMINATIONS

MONDAY	7:00 p.m.	Monday, Dec. 19	7:00 p.m.
TUESDAY	7:00 p.m.	Tuesday, Dec. 20	7:00 p.m.
WEDNESDAY	7:00 p.m.	Wednesday, Dec. 14	7:00 p.m.
THURSDAY	7:00 p.m.	Thursday, Dec. 15	7:00 p.m.

We will be closed . . .

Thanksgiving vacation means a temporary interruption in the weekly COURIER schedule.

Publication will resume on December 2.

Terminology confused

To the editor:

After reading the article entitled "O'Brien: grade dispute not considered appeal; settled outside AAC" we feel that we must clarify one point. That is, that it was Sister Sheila who initially and continually referred to the grade dispute as a "grade appeal". Not only did she use the term "grade appeal" in our many conversations with her, but in a letter dated October 14, 1977, which was addressed to the department chairperson, the instructor, and each of us, Sister stated "I would like to arrange a meeting concerning a grade appeal . . . I would like to discuss the grade appeal."

We realize, of course, that technically our dispute was not considered a grade appeal, however, it was Sister Sheila who originally employed that terminology.

Thank You.
Mary K. Ressler
Marikay Klein

COURIER

Member Associated Collegiate Press

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By Jan Kitch
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Tillman: liberal arts are preparation for any career

By Jan Kitch

(CCSNS) - Liberal arts, the tools of human survival, have existed in various forms throughout many centuries, explained Dr. Katherine Tillman, assistant professor of general studies at Notre Dame, in her keynote address on Dialogue Day.

"By the liberal arts I mean the first arts of symbol making and symbol using...the tools that are formative of the highest powers of the mind and heart," said Tillman. "It is our inner spirits, our minds and our hearts, that most need to be equipped for survival because society forgets about our inner needs."

In the most ancient writings of our tradition, the liberal arts activities included archery, household management, combat and magic. In the fourth century B.C. Greek writers characterized the liberal arts as philanthropia, the love of people.

music, gymnastics, logic, rhetoric and dialectics. Aristotle viewed a liberally educated person as "not a trained specialist or professional, son...able to judge critically in all branches of knowledge."

A contemporary of Cicero in the first century B.C. listed seven liberal arts - grammar, logic, rhetoric, arithmetic, geometry, music and astronomy. The Romans, referred to the liberal arts as good humanizing and practical characteristics.

The Roman program of liberal arts was divided into three levels - lower level grammar (reading, writing and speaking Greek and Latin), higher oratory training and self-education in history and philosophy.

Christianity linked the liberal arts to divine studies. St. Augustine of North Africa believed liberal arts to be practical and necessary steps of human survival and salvation.

In general, the three-fold ancient tradition had different periods of dominance. Grammar dominated the early Middle Ages, logic the high Middle Ages, and rhetoric the Renaissance.

During the beginning of the Middle Ages the mathematical arts were brought to prominence and, in addition to the other three, formed the quadrivium - four-fold way to wisdom. During the Middle Ages the trivium arts - grammar, dialectic and rhetoric - became lower faculties to logic, law and medicine.

John Henry Cardinal Newman, of the 19th century, developed the concept "habit of mind" in which the liberal arts complete, correct and balance each other. They form one whole as they are so intimately mixed. To give undue prominence to one is to be unjust to another.

Tillman said, "Today, the arts of discovery, analysis, proof and persuasion are the survival equipment by which we arm ourselves to become liberally educated." Discovery helps a person gain access and insight into every subject. One forms hypotheses, invents in new areas and is eager to learn elements of all things.

Analysis encourages one to take a part in order to understand feelings,

sound and gestures; and to learn to integrate that understanding with their experiences, others and the world. In the art of proof a person refuses to be taken in by opinions and fads without judgment as one learns to give and demand supportive evidence. Persuasion develops one's ability to express oneself clearly and forcefully and make truth attractive to others.

Tillman said, "Nurturing these skills we are developing habit of mind, from which we free ourselves from personal powerlessness and take a full and responsible hold of our own lives." She added that liberal arts are "uniquely and clearly a necessary preparation for any career in which one cares to participate as a human being with a mind and heart, with convictions and values."



photos by Mary Matthews and Sarah Rice
Katherine Tillman, (top) keynote speaker for Dialogue Day, listens to ideas presented in a discussion group. Teachers and students expressed their views on the value of a liberal arts education. Karen Ryker (left) and Peg Knapp (right) participate in discussion groups.

"It is our inner spirits, our minds and our hearts that most need to be equipped for survival, because society forgets about our inner needs."

Slightly later, in Egypt the invention of writing was criticized. Tillman said that the belief was "writing will produce forgetfulness in the souls of those who learned it. They will not need to exercise their memories." Writing brought books into common usage in the fifth century. Oral tradition was no longer the primary mode of learning.

Sophists are also attributed with the inclusion of the mathematical arts - music and astronomy - as part of liberal arts. They also separated rhetoric and mathematics, a division that has remained.

Aristotle's idea of liberal arts included reading, writing, drawing,

Advantages outweigh problems with sister-pairs at Clarke

By Debbie Green
Staff Writer

Family tradition, tuition cuts, and convenience are just a few of the reasons many students have chosen to attend the same school as their sisters. These students are Melanie and Stephanie Richardi, Lilian and Laura Farach, Micki and Mary Ostrosky, Sue and Cindy Johnson, Carolyn and Marilyn Cook, Sheila and Mary Clare Highland, Bonnie and Karen Colsch, Cindy and Lory Dumon, Kathy and Kim Esser, Jeanne and Nancy Genoar, Cathy and Sue Hawks, Mary Kay and Peggy Knapp, Cathy and Fran Molloy, and Barb and Diane Scholle.

For Sue and Kathy Hawks, Clarke is a family tradition. Their sisters Teri and Lori have also attended Clarke. Fran and Cathy Molloy also have family ties with Clarke; admissions counselor Ann Lynch is their cousin. For others, the younger of the two came to visit Clarke, liked it, and decided to come. "About the only way Marilyn influenced me, was the fact that she asked me to visit her, and I liked the college when I saw it," stated Carolyn Cook.

Not only do Barb and Diane Scholle attend the same college, they also share the same room. "We didn't think of it as being anything special, we'd been together at home and just decided to share a room here," commented Diane.

Most sisters agreed that it is much more convenient being at the same school. "This way our parents just have to come to one school with all of our stuff, instead of making separate trips to different schools," said Mary Ostrosky.

There are many more advantages. Families with more than 1 member attending Clarke receive a 20 percent tuition cut. Most sisters share the same clothes and telephone calls home. "It's easier to borrow money from your sister than a friend or roommate," said Sheila Highland. An older sister often can tell the younger sister what clothes to bring, what to leave at home, and what dorm she thinks is best. Melanie Richardi summed up the situation: "Steph sort of paved the way."

Sisters are also good people to go to for advice. "A sister is someone who knows how you feel. You can go to her for advice when you don't want to talk to your friends," said Mary Clare Highland.

Cindy Johnson commented, "You can call your sister to talk, just about any time you need to, even at five o'clock in the morning."

Many sisters felt that having their sister at school has brought them closer. Carolyn Cook laughed, "We get along better at school than at home. I think it's because we don't see each other all the time."

Most sisters don't see each other as often as one would expect. Older sisters said they were often over-protective of their little sisters when the younger was a freshman, and saw more of them at the beginning of the school year than they do now. Sometimes the "mothering" role is reversed. "Kathy keeps an eye on me, even though I'm older," laughed Kim Esser.

It appears as if there are more advantages than disadvantages to having your sister at Clarke. Many of the girls when asked a disadvantage couldn't even think of one. Each one seemed to value and appreciate her sister. Marilyn Cook summed up the feelings that most sisters at Clarke have. She said, "When your sister comes to school, you make her your closest friend."

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(a paid advertisement)

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Crusaders skim by Coe 50-47

Meredyth Albright
Sports Editor

The Clarke Crusaders beat the Coe Kohawks 50-47 Tuesday in their season opener; the Coe Tournament. They proceeded to the finals against Marycrest Wednesday evening (the results of this game were not available at press time).

Freshman Annette Reiter began her college basketball career as high scorer by gaining 23 points. She was followed by Peg Smith with 12 and Lorilee Jones with 7.

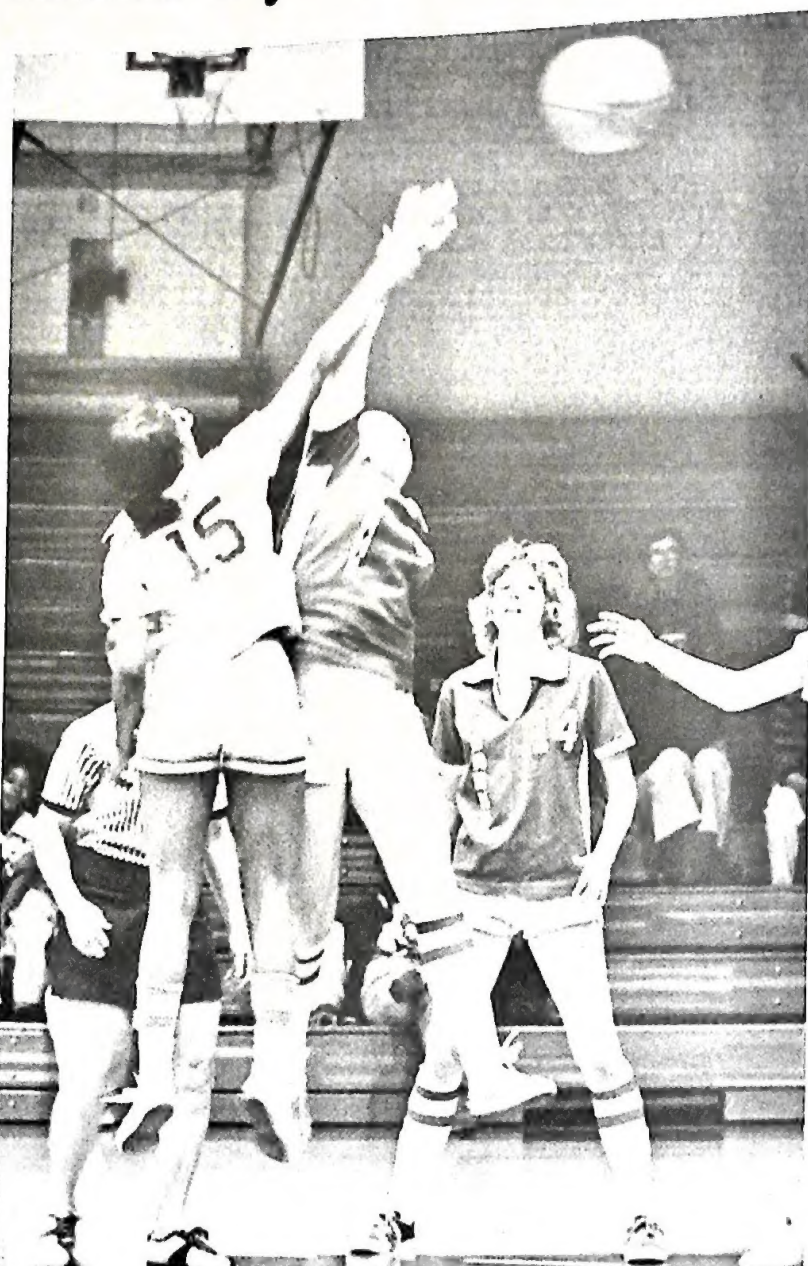
The Crusaders led at the beginning of both halves; within minutes after the game began Clarke had eight points to Coe's 2. The game was tied 24-24 at half but Clarke immediately pulled ahead by 11 points.

The Crusaders achieved 21 field goals and 8 of 19 free throws while committing only 4 fouls. This contrasts Coe's 23 field goals, 1 of 3 free throws and 22 fouls.

Starters for Clarke were Max Kollasch, Lorilee Jones, Peg Smith, Annette Reiter and Cindy Schnier; although coaches Pat Folk and Sheila Brennan made substitutions freely.

According to Folk "the girls played a fantastic game." But, also to be taken into consideration is the loose calls made by the referees. "The game was a total team effort. It was a really intense but fun game," said Folk.

The Crusaders play at McCormick gym on the U.D. campus tomorrow at 10:30 a.m. against St. Ambrose and Monday at 8 p.m. against Marycrest.



Anna Kepko looks on as fellow Crusader jumps for tip-off.

Photo by Tammy Edens



Photo by Barbi Riles

'All together now ...'

All through high school Sheri followed in Cindy's footsteps then she came to Clarke and also joined

Loras, UD plan season

By Yvonne Yoerger
Staff Writer

The Loras girls' basketball team, under the direction of coach Bob Panky, is strong in number this year with 20 members. There are several returning players, but the starting line-up has not been determined yet.

Practice was started last week in preparation for the first game, Nov. 28 at St. Ambrose. Coach Panky said he is pleased with the practices so far. Being a new coach, he has brought a new philosophy and game style, but said he and the girls are now becoming acquainted with each other's skills.

The University of Dubuque also has a larger team than Clarke. Coach Rita Pritchard is working with 12 girls, 5 of whom are returning players. A student, Paul Waak assists with coaching duties.

Monday, Nov. 21 is the first game for UD at Coe. Practice is in the second week so it has not yet been decided who will be in the starting line-up.

Coach Pritchard said that the strategy is pretty much up for grabs now, but they plan to use the fast break as much as possible. She said, "We have a young team with a lot of desire. They work hard and I've seen improvements so we are looking forward to a pretty decent year."

the basketball team. They could pass for sisters, but they're not.

Cindy Schnier and Sheri Hyde both graduated from Clinton St. Mary's high school; Cindy in 1976 and Sheri in 1977. Both played as guards on the Irish Lassies basketball team. In her senior year Cindy was named to the Big Bend 1st all conference team. In her senior year Sheri was named to the second all conference team as well as being named her team's most valuable player. Two years ago Cindy and Sheri played together on a team that tied as champions for the Big Bend conference.

Other than playing basketball together Cindy and Sheri were both members of National Honor Society, Student Council presidents and played volleyball together.

Although both enjoy playing basketball they chose a school that was more academically oriented because they put academics first. Sheri commented that "sports are important, but not all that important." Had basketball been our major goal we would have gone to a bigger school where we also wouldn't get to play as much," said Cindy.

They find it an asset to play on a college team with someone who played on their team in high school. "We know what the other will do," said Sheri. Both are still learning to play five person basketball as compared to the three person defense and three person defense they followed in high school. "We have the basic fundamentals but we don't know how to shoot," said Cindy. Cindy and Sheri have an advantage over the other players by having had to practice and play in separate gyms. The gym at St. Mary's was not regulation size so the girls found themselves travelling then; so, moving from gym to gym is nothing new to them.

Tonight the Crusaders meet Mount St. Clare in Clinton which is exciting for Cindy and Sheri. Besides playing in their hometown they will be playing against former teammates. "It'll be fun but, also hard," concluded Sheri.

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SPORT BRIGHTS

By Meredyth Albright

Crusaders: they do it all for you

Basketball season is here. The Crusaders have been practicing for over a month and a half. Now we come into the picture.

They have spent time practicing not only for personal glory but also for the glory of the school. The team wants to look good on the court for positive representation of Clarke. In other words, they're playing for us. In that case we should reciprocate and support them. Support implies physical attendance but it also includes moral support.

I know it is often hard to take two hours out of study time to attend a basketball game; but look at all the time the team spends preparing for the games we should attend. A player easily spends three hours a day, six days a week, practicing, getting ready for practice and travelling to and from practice. Then there are the away games where as much as two and one half hours are spent in transit to and from the contest. True, the players have managed to fit basketball into their schedules which may be difficult for some of us but an hour or two once a week doesn't seem like all that much when one considers that players contribute 15-20 hours per week to basketball.

We have all heard the lecture to support your team hundreds of times but a valid argument is involved. The players are naturally going to do better if there is an audience, some one to play for, to show off in front of. They can play for themselves anytime at practice but is on a rare occasion that others can watch them; so why not take advantage of the golden opportunity (or gold and purple).

Now you say that evenings are the best times for you to study and you hate to pass up your rare moments of energy and motivation.

Well, you can still be a Crusader backer. You ask how? Surely you have the time to make pep signs or greet the team when they return from an especially satisfying victory, or even a difficult defeat.

It just seems to me that if players put time and effort into creating a unified team the least we, as spectators, can do is support them. They must be doing it for us and Clarke College; why else would they sacrifice so much only to receive so little? Don't try to tell me they do it for the exercise, they can get

exercise by jogging up and down Clarke drive, visiting the try-nasium or doing sit-ups in their room, with less effort.

The COURIER will do its part by featuring a player of the week and coaches' comments in addition to regular coverage of games. What will your part be?

around the dubuque colleges

(CCSNS) - Illinois Counselors' On-campus Day, a program to bring high school counselors to the Clarke and Loras campuses November 1-2, has been postponed until second semester.

Sister Irene Burns, Clarke's director of admissions, said the program was rescheduled because of the small number of responses. Few responses were received because this a busy time of year for counselors, according to Burns. A spring date should allow more to attend.

Counselors were to spend one day on each campus, taking part in activities planned by each school. A joint dinner was planned.

Ann Lynch, assistant director of admissions, and Vince Coyle, Loras' public relations director, are coordinating the event.

This is the first time the program has been scheduled in several years.

Pre-registration for second semester will be on Wed., November 30.

Clarke Christmas activities will begin on Thurs., December 1, with

dorm decorations. A tree cutting at 3:30 p.m. and tree decorating at 6:30 p.m. will follow on Friday, Dec. 2. The "Mitten Party" for the children of Dubuque will be held on Sunday, Dec. 4, from 2-4 p.m. in the cafeteria.

A cast of 19 has been chosen for Clarke's annual children's play. This year the well known classic "Heidi" will be presented.

"Heidi" will be directed by Sister Xavier Coens, who will use the English methods of participatory theater. Participatory theater encourages children to become involved in drama and in turn develop an active interest in theater. Donna Bielawa, Teresa Chesmore, Mary Evans, Sue Foresberg, Peggy Frank and Becky Heil portray Alpine people who will be planted in the audience to help children yodel and learn songs.

The leading role of Heidi will be portrayed by Mary Sue Hawks. Grandfather and grandma will be played by C. Thomas Cunliff and

Carolyn Cook. Denise Fitzgerald will portray Peter. Other roles are: Jean Keller as the minister's wife, Mary Clare Handzik as Brigetta, Peggy Hess as Seppi, Monica McAsey as Tinette and Cindy Johnson as Fraulein Rottenmeyer.

Marcia Lancaster is Clara, Mary Chris Kelleher as Grandmama Sessman, Paul Rucker as Mr. Sessman and Jane Brenny as Dete. Heidi is, in part, sponsored by the government's Flight Four program. This program is designed to introduce fourth graders to the Fine Arts.

Before rehearsals had begun almost 4,000 tickets had been purchased through the Flight Four program. There will be four performances of "Heidi" under the Flight Four program; these will be on Thursday and Friday, Dec. 8 and 9.

Public performances for Heidi will be Saturday, December 10, at 2 and 7:30 p.m. and Sunday, Dec. 11, at 2 p.m.

The math clinic will be closed Tuesday evening for Thanksgiving vacation. It will reopen Monday, Nov. 29.